



Relationships and Sex Education Policy

Approved by the Governors Safeguarding Committee

Last reviewed on: December 2024

Next review due by: December 2025

RECORD OF AMENDMENTS

When Was The Plan Last Updated?		
Date	Name	Detail (changes made)
January 2023	Laura Rzepinski	Reviewed and updated with RSE
November 2024	Vivien Annabel/Richard Cusworth	Curriculum updates.

Bents Green Values

This policy has been written in line with our values:

We nurture relationships: We care about everyone in our school community. Unconditional positive regard is central to our approach to students, staff and the whole school community.

We are kind and respectful: We will treat each other with respect and kindness, and we are considerate of each other's feelings.

We celebrate individualism: Every individual is valued for who they are and what they contribute to the school. We are a school that encourages people to embrace their true selves and share their uniqueness with the world.

We communicate positively: We ensure that we focus on developing positive communication with students, staff and the whole school community.

We are lifelong learners: We believe that everyone can achieve and learn in the right environment and with the right support.

We use these values to underpin all our work, and all staff and visitors are expected to model these at all times.

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Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Bents Green School, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our RSE curriculum is set out as per **Appendix 1a and 1b**, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and considering the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

At Gleadless, our RSE curriculum is taught through our Knowledge for Life curriculum (See Appendix 1a). In our Westfield Hub students access the mainstream RSE curriculum along with personalised learning in the hub.

At Ringinglow, our RSE and Knowledge for Life curriculum is set out as per Appendix 1b, but is delivered in a highly flexible way to meet the needs of the students and to support them to progress their skills and understanding consistently, over time. Activities are based on

progression ladders to plan appropriate next steps of understanding and set meaningful learning intentions.

Delivery of RSE

At Gleadless and the Westfield Hub, RSE is taught within the Knowledge for Life (personal, relationships, social, sexual, health and economic education) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Ringinglow, the RSE curriculum is delivered throughout the daily activities, routines and curriculum in a way that is meaningful and appropriate to the needs of each student. There is a long-term overview and topic cycle for our independence pathway, whilst our Engagement pathway work in a much more flexible and bespoke manner and topics are covered regularly and repeatedly, throughout the day, in a way that is meaningful and relevant to each learner. Progression ladders are used to support teachers to know what students need to learn and understand now and next to develop the skills they need to live safe, happy and healthy lives.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents, amongst other structures), along with reflecting sensitively that

some children may have a different structure of support around them (for example, looked-after children or young carers).

Staff are fully aware that the delivery of RSE lessons for some of our children may trigger experiences of past childhood trauma. This alone or in addition to a lower developmental age and understanding mean that when teaching RSE; close partnerships with the school's wellbeing team, parents, carers, social workers and virtual schools may be called upon to support the RSE work with the child/ young adult.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or encourage extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Teachers will be responsible for teaching RSE in our school.

Staff do not have the right to opt out of teaching RSE, however, staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and sensitivity to difficult topics will be considered and alternative arrangements made if necessary where possible.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents'/Carers' right to withdraw

Parents/Carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

At Gleadless and the Westfield hub, the delivery of RSE is monitored by KS3 & KS4 Curriculum Managers along with the hub teaching staff.

At Ringinglow, the delivery of RSE is monitored by our Assistant Headteacher for Quality of Learning and our Engagement and Independence Pathway Leaders.

Curriculum quality assurances, planning scrutinies, lesson observations and learning walks. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Curriculum and Quality Manager annually. At every review, the policy will be approved by the governing board.

Appendix 1a: Curriculum map (Gleadless Site)

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Self-awareness - what makes a good friend	https://pshe-association.org.uk/resource/friendship-and-bullying https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/positive-friendships/positive-friendships-ks3-and-ks4-lesson-plan-pack/ https://learning.nspcc.org.uk/services/talk-relationships?modularPage=send-asn-aln https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-11-12 https://pshe-association.org.uk/resource/nspcc-talk-relationships https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/celebrating-difference/5-bullying/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	My identity and Working with Others: • Identity • Social skills • Working with others and teamwork	https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/being-me-in-my-world/1-who-am-i/ https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/dreams-and-goals/ https://pshe-association.org.uk/resource/personal-identity-ks2-lesson-pack
	Summer 2	Growing Up: • Becoming a teenager • Gender • Puberty • What are the good and bad aspects of growing up	https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/changing-me/ https://pshe-association.org.uk/resource/changing-and-growing-up-ks2

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Spring 1	Friendship and Other Relationships: • What is a friend? • What do I look for in a friend? • Friendship skills • Confidence and self esteem • Signs of healthy and unhealthy relationships • Bullying - how to report, e-safety • Grooming / Extremism • Boyfriend / Girlfriend	https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/relationships/ https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/celebrating-difference/4-bullying/ https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/relationships/ https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/changing-me/ https://pshe-association.org.uk/resource/nca-ceop-respecting-you-me-us https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-12-14

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	Making Healthy Choices • Personal hygiene • Puberty • Mental health and emotional wellbeing • Stress • How can I keep my body and mind healthy? • Where can I go for help if I need it?	https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/healthy-me/ https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/healthy-me/ https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2 https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/physical-and-mental-wellbeing/ https://pshe-association.org.uk/resource/health-education-ks3-4 https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/self-care-activities/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 1	Healthy relationships: • Signs of healthy and unhealthy friendships • Feelings towards different people • Consent • Good and bad touch • Assertion • Mental health and wellbeing • Accessing support.	https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-12-14 https://learning.nspcc.org.uk/research-resources/schools/love-life https://pshe-association.org.uk/resource/nspcc-talk-relationships https://pshe-association.org.uk/resource/ghll-understanding-consent https://pshe-association.org.uk/resource/relationships-sex-education-ks3-4 https://pshe-association.org.uk/resource/working-out-relationships https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/healthy-me/ https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2 https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/physical-and-mental-wellbeing/
	Summer 2	Growing Up: • Becoming a teenager • Gender • Puberty • Responsibility for personal hygiene • What are the good and bad aspects of growing up?	https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/changing-me/ https://pshe-association.org.uk/resource/changing-and-growing-up-ks2 https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/puberty/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	Media and Me: • What is media • The power of advertising • Body image • Digital manipulation in magazines and billboards • Diversity in the media • Self-esteem and wellbeing • Social media and safety • Influencing / influencers	https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/being-me-in-my-world/3-how-social-media-affects-me-my-identity-and-culture/ https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/social-media/ https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/body-image-in-a-digital-world/ https://pshe-association.org.uk/resource/bbfc-emotional-wellbeing-media-ks4
	Summer 2	Me, Myself and I: • Contraception / fertility • Staying safe - dangers of pornography • Relationship values • Respecting others • Consent • Reporting • Relationships with others • Peer pressure • Law	https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/being-me-in-my-world/ https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/relationships/ https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/changing-me/ https://pshe-association.org.uk/resource/addressing-pornography-pshe-guidance https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-14-16 https://pshe-association.org.uk/resource/something-not-right-abuse-disclosure

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 1	Review of different types of relationship: • Long term relationships • Marriage • What a happy family life looks like • Roles and responsibilities of parents • Pregnancy, including miscarriage • Pregnancy-related choices Sexual health: • STIs • Contraception • How to prevent/test STIs • How can alcohol and drugs make sex risky	https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-12-14 https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/healthy-me/ https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/relationships/ https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/relationships/ https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/relationships/ https://pshe-association.org.uk/resource/fertility-and-pregnancy-choices https://pshe-association.org.uk/resource/modern-families https://www.nhs.uk/contraception/
	Spring 1	Relationships: • What does sexual abuse and harassment look like • How to determine if someone is trustworthy.	https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-12-14 https://pshe-association.org.uk/resource/ceop-education-exploited

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	Stereotypes: - Online safety- sharing and viewing indecent images - How can online information be shared and used.	https://pshe-association.org.uk/resource/pick-your-pics https://learning.nspcc.org.uk/services/talk-relationships?modularPage=ages-12-14 https://pshe-association.org.uk/resource/not-just-flirting-nude-image-sharing https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/relationships/
	Summer 1	Being safe: The law and sexual abuse.	https://www.sexwise.org.uk/where-to-get-help
Post-16 Year 1	Autumn	Being aware of sexual health and wellbeing	https://www.sexwise.org.uk/sexual-wellbeing
	Summer	Drugs, alcohol and gambling	https://campaignresources.phe.gov.uk/schools/resources/alcohol-lesson-plan-pack
Post-16 Year 2	Autumn	Understanding emotional wellbeing	https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-ks3-ks4-lesson-plan
	Summer	Intimate relationships	https://www.sexwise.org.uk/sexual-wellbeing
Post-16 Year 3	Autumn	Recognising the Importance of Social Health and Wellbeing	https://campaignresources.phe.gov.uk/schools/resources/building-connections-KS3-KS4-lesson-plan-pack
	Spring	Media literacy	https://campaignresources.phe.gov.uk/schools/resources/social-media-KS3-KS4-lesson-plan-pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	Addressing extremism and radicalisation	https://teachers.thenational.academy/lessons/violent-extremism-and-links-to-mental-health-cru3ac?from_query=extremism
	Summer 2	Communication and respect in relationships	https://teachers.thenational.academy/lessons/safe-relationships-61gkid?from_query=relationships

Appendix 1b: Long Term Overview for Knowledge for Life Independence Pathway (Ringinglow Site)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Self-Awareness Identifying personal strengths and skills awareness. Identifying what we need help with. RSE – Families and people who care for me – recognising that families are important because they can give love. Security and stability. What are the features of a healthy family?	The World I Live In - Difference and Diversity – How am I the same/ different to people around me and others? What makes us all unique? How can we all be respectful and kind to each other? RSE – Caring Friendships Characteristics of friendships; mutual respect, trust, loyalty, kindness, sharing and supporting.	Managing Feelings – Identifying and recognising feelings and strong feelings in self and others. Reflecting and planning how to manage these. RSE – How family and friend relationships can make us feel and what we can do to improve or support relationships or manage challenging situations. Online Safety and communicating with friends/others online.	Changing and Growing – How our bodies change from baby to adult, what happens at puberty? Periods, erections, pubic hair. RSE – How changes in our body can change how we feel about other people – the importance of consent, appropriate touch.	Self-Care, Support and Safety Keeping Safe Online How do we use ICT and online? What is public and private information? How do we recognise risks? What do we do if we feel unsafe? RSE – Knowing about online risks such as sharing material online, what to do and where to get support with issues online.	Healthy Lifestyles – Healthy eating, taking care of physical health, mental health and wellbeing. RSE – Keeping our bodies healthy, personal hygiene – sexual health and wellbeing – the impact of healthy and unhealthy relationships/sex on physical, emotional, mental, sexual and reproductive health
Cycle 2	Self-Awareness How do I manage pressure? How do I cope during difficult times and transitions? What do I like/dislike and how does this help me? RSE - Positive healthy friendships (including online) boundaries, consent, management of conflict, reconciliation and ending relationships.	The World I Live In Rules, Laws and Rights – What do these mean for me? What are my rights and responsibilities? What are my rights in relation to diversity (DEI) RSE - The Law in relation to keeping safe (rules and rights – substances, relationships, consent, violence, theft, exploitation, extremism, hate crimes/racism) Online Safety & diversity – demonstrating respect online and staying safe in relation to extreme views.	Managing Feelings How do I feel about different people? What are romantic feelings? What is sexual attraction? Links to puberty and changing feelings + Appropriate behaviour. RSE – What are healthy intimate and one to one relationships? (mutual respect, consent, loyalty, trust, shared trust, outlook, sex, friendship)	Self-Care, Support and Safety What can I do when I am feeling frightened/unwell/unsafe/worried? What do I do in an emergency situation? RSE – What are the dangers of viewing harmful content online? Getting help online and staying safe. Where can I go for help and support (reporting online, talking to adults)	Changing and Growing Dealing with Touch, Intimate relationships, consent and contraception. What is appropriate touch and boundaries, public and private, personal space, personal areas. RSE – The importance of consent, what is contraception, pregnancy, parenthood and fertility. How to seek support including where to look for advice online.	Healthy Lifestyles Elements of a healthy lifestyle e.g. The importance of fruit and vegetables, physical activities, fresh air, mental health – how to keep well. RSE – How healthy friend, family and other relationships support a healthy life and mental wellbeing. What is the impact of unhealthy relationships?

Cycle 3	Self-Awareness – Kind and Unkind behaviours. What is prejudice? What is discrimination? RSE - Being a good friend, what is kind or unkind? What are good friendship skills? How can we be kind? What do we do if someone is unkind to us?	Self-Care, Support and Safety Accidents and Risks, Emergency Situations RSE – Online Safety and how to stay safe using technology	Managing Feelings – Self-esteem, mental health, strong feelings and emotions. How do I feel about myself? How do I feel about others? What to do in response to unkind comments? What is the impact of unkind comments? RSE – Feelings about ourselves and towards other people.	Healthy Lifestyles – Healthy eating, balanced plate, body image.	Changing and Growing – How my body changes during puberty. Public and private (self-awareness) RSE – Puberty, growing up, how my body changes, public and private.	The World I Live In - Taking care of the environment – dangers and harm to the environment and what we can do to help the environment.
Cycle 4	Self-Awareness – People who are special to us and how am I special? What are my personal strengths and skills for learning. RSE – Different families and changing families.	The World I Live In – Managing finances and preparing for adulthood. RSE – Changing relationships through life.	Managing Feelings – Identifying and regulating my own emotions and taking steps to help keep myself feeling ok. How to manage my behaviour when my emotions are challenging.	Healthy Lifestyles – First aid and medicinal drugs. RSE – Sexual health, healthy pregnancy, contraception.	Self-Care, Support and Safety How do I take care of myself and my needs? What do I need help with? RSE - Personal care and hygiene, consent, staying safe. Sexual health and wellbeing.	Changing and Growing – Dealing with touch, consent, boundaries and respectful relationships. RSE - Consent, Touch.
Cycle 5	Self-Awareness - How do we play and work together successfully and get on with others? Team work and links to skills builder.	The World I Live In - What Communities do I belong to? What does this mean to me or to other people?	Managing Feelings – Romantic feelings and attraction. RSE – Relationships and romantic relationships. Puberty and hormones relating to attraction.	Healthy Lifestyles – Harmful substances - Drugs, alcohol and Tobacco	Changing and Growing – Different types of relationship. Healthy and unhealthy relationship behaviour. RSE – Relationships and staying safe.	Self-Care, Support and Safety – Staying safe online and managing online information

Appendix 2: By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	